# THE USE OF AUDIO-VISUAL RESOURCES IN THE LIBRARY AS TOOLS FOR IMPROVING LEARNING AND RESEARCH AMONG STUDENTS OF FEDERAL UNIVERSITY OYE-EKITI

Shaibu Leonard[1*], Salaam Iyabo Sariat[1], Paul Idoko[2]

[1]*Department of Educational Management and Business Education, Faculty of Education, Federal University Oye-Ekiti Ekiti State, Nigeria.*
[2]*Department of Chemistry Education, Kogi State College of Education, Ankpa, Kogi State, Nigeria.*
*Corresponding author: Shaibu Leonard, Email: leoshaibueyi@gmail.com*

**Abstract:** The study explores audio-visual (AV) resources in the library that would help create an understanding of student research at the Federal University Oye-Ekiti (FUOYE). The study was guided by five research questions. The study adopted a descriptive research survey alongside with quantitative approach. The population studied included 214 final-year Library and Information Studies (LIS) students of the University. Using a purposive sampling technique, 60 LIS students were selected for the study. The two categories of instruments are Audio-Visual Resources Check-list (AVRC) and Audio-Visual Resources for Students' Learning Research (ARSLR). For data analysis, means and standard deviations were calculated and the results show that (1) the types of audio-visual resources used to facilitate Federal University Oye-Ekiti students' knowledge and research as study findings were images, projectors, slides, film strips, display board, CDs, television, tape and computer. (2) The study also found that audio-visual material offered a plethora of benefits that included clarity on subject matters, infusing excitement into traditional teaching, and advancing visualisation, so that what cannot ordinarily be experienced becomes experiential learning and aids in combating challenges in presenting abstract ideas. Problems in learning; zeal in learning/research and understanding of concepts; school dropouts; making learning abstract to students; severe lowering of students' practical understanding levels due to the absence of audiovisual resources will lapse the academic performance and impede presentation of a concept by instructors. Some of the stressful conditions are stated to be the inability to communicate audiovisual materials to the customers, insufficient physical facilities, lack of awareness of audio-visual provision in the library, widespread technophobia, and so on. Suggestions to deal with these impediments are AV use should be properly supervised by the supervising committees; consistent and adequate public power supply would have to be ensured amongst others.
**Keywords:** Use; Audio-Visual resources; Library; Tools for improving Learning and research; Students

## 1 INTRODUCTION

The usage and development of audio-visual resources in Nigerian institutions are fast becoming more pronounced and expanded. At present, audio-visual resources have become legitimate and almost essential additions to the collections of libraries everywhere; they were conceived as a means of making learning and research easier for the varied needs of students and to assist libraries in providing their services with greater ease, and now they are being recognised as a medium of communication, thus finding a place within the service program of most educational institutions like universities. Some audio-visual aids inside the library may enhance teaching methods, whilst some may facilitate learners' understanding of what they are learning. They have certain inborn advantages that put them in the driver's seat of the learning process; they are proof in allowing librarians to impart information in interesting and captivating forms. The librarian can overcome physical limitations which might impede his timely and successful presentation of a given topic. These resources also make teaching and learning much easier and less strenuous than they are without such resources. Orakwe defined audio-visual resources as devices for the dissemination of information[1]. This signifies that audiovisual resources are not merely equipment or systems that are used during the teaching-learning process, but they enable the librarian to make conceptual abstractions more concrete and practicable for learners. Their usage accelerates learning and research. In other words, learning and research take place with the aid of audio-visual resources. Audio-visual is a blend of two words-audio and visual. Audio materials appeal to the sense of hearing, whereas visual materials address sight. Audiovisual materials serve as adjuncts to teachers for expediting a pupil's grasp of the content subject. Their specific advantages in other ways give a particular utility towards the teaching-learning process. They make the teaching of learners very interesting and exciting, as they provide excitement for learners to know more. Disciplines also stimulate learners' interest and curiosity by providing opportunities for self-study and reference. Because of them, teachers also have solutions to the phobias connected to presenting certain topics. Audiovisual materials make teaching and learning easier and less stressful by their nature.

Using the definitions by Dike [2], audiovisual materials do not depend upon reading to convey meaning; it may be through the sense of hearing as in audiotape resources or through the sense of sight as in video resources or through a combination of both senses. However, Prytherch regards audiovisual as non-book materials that may include tapes, slides, and filmstrips[3]. Norton belongs to the category of supplementary teaching aids such as recordings[4], transcripts, tapes, motion pictures, and video tapes-radio and TV-and computer systems that have educational

implications, whereas Keena suggests audiovisual materials as those items that are not completely dependent on printed words to convey information but make use of both audio and visual formats[5]. Audiovisual materials involve, but do not always require, some sort of presentation device for use. This may include things like overhead projectors or VCRs. Nwoji states that audiovisual resources are a field of human expressions which involves using visual and auditory aids such as filmstrips[6], slides, projectors, TV, pictures, radio and other forms used for teaching and learning. According to various authors, audiovisual includes all non-book materials, relying upon sensory experience in some way. They convey information through the sense of hearing, the sense of sight, or a combination of both senses.

Three different basic categories exist for all audiovisual materials: audio resources; "(T)hey include such common devices as tape players which are used to play tapes, cassettes, and radios which are used for backup" These are cheaper, more readily available, portable, and run either on AC or battery. Mostly, they are combined into one machine like the three-in-one (radio-cassette recorder-turntable) and two-in-one configurations. They are also available on record and cassette and can be operated separately or combined with visual materials. Audio materials can be mixed anywhere but are generally conducted on subjects that rely more on audio elements. For instance, the correct pronunciation and intonation of a given language may be obtained through the recording of a native speaker who would not be available in person to take part in an interview [2].

This material also plays a key part in diagnostic and remedial work [7]. Visual resources; come in projected and non-projected forms. Projected materials need an equipment system that has a light and a lens system through which the project onto the wall or the screen; they include slides and transparencies. Actual objects, chalkboards, graphs, maps, cartoons, posters, photographs, models, pictures, drawings, and the like, which do not require any devices, are, on the other hand. Audiovisual combinations; covering the utilization of both auditory and visual senses. They include the following: sound recordings, movies, video, television, dramatization, filmstrips, and multimedia computer applications [4]. Uzokwe and Bakare divided audiovisual resources into non-projected materials like charts and flat visuals[8], projected materials having slides, transparencies and filmstrips, with audio materials being radio, records and tapes; while Obi classified audiovisual resources a more narrowed way into printed media, three-dimensional objects[9], visual arts, photographs, digital media and projectors. The use of audiovisual resources is fundamentally based on the premise that they can help make teaching more comprehensible and enhance learning retention among students. These teaching materials enhance teaching and learning, especially the subjects that may be abstract to the learner. Blotiner found that great results are noticeable when various audiovisual resources and printed materials are used together as part of teaching and learning[10].

Teaching is a profession full of innumerable opportunities to leverage the learning lives of students; while some concepts and instructional objectives may be understandable to students, others will accelerate your innovative axis so that key learning objectives can be met. Implementation of audio/visual aids while teaching is one aspect that seeks to enhance lesson preparation and provide students with additional means through which to think about subject knowledge. Patil observed that for successful teaching and learning to take place the appropriate method must be taken by the teacher[11]. The instructor is always at liberty to choose a variety of suitable audiovisual sources in class.

Audiovisual aids assist in the clarification by the instructor as well as in establishing, correlating, and coordinating characteristic standards, explanations, and appreciation hence they help him to be more focused on imparting teaching in a more effective, enjoyable, motivational, meaningful, and vivid manner. They have the benefit of adding the much-needed variety and change of pace in class that holds students' attention in the course. Building on these notions, Oketunji emphasized that the advantages arising from the effective use of audiovisual materials include a reduction in the major shortcomings of verbalism[12], that the subject is humanized and animated, that novelty is rendered to such topics through an interesting approach during teaching, that accurate initial impressions are created, that concrete materials are received which are indeed necessary, and that student initiative toward gaining knowledge is stimulated. For university students to excel in research and cut across further in academics, they must be able to utilize audiovisual resources meaning to have the capacity to apply those resources.

Use is employing or operating something for one's advantage. Atinmo defines use as the capability to make purposeful and independent use of resources and services[13]. In other words, It brings the resources in such a way that the materials are in the right format and language for use. Audio-visual materials use is the extent resources and services of the library are used for teaching, learning and research. This means that the use of information differs from one person to another and from one corporate body to the other due to their information needs and other socioeconomic imperatives. It is viewed as need, accessibility and the work done. In the views of Adebayo the word "use" can simply refer to the frequency of usage of the materials and services and the concurrent applications derived from the resources[14]. It implies that such resources are set aside in a format that is appropriate for use. Also, In this context of the study use means the act of applying audio-visual resources for learning and research by university students.

Use is the process or act of employing or utilizing resources or services to achieve a goal or need [15]According to Adebayo Use extends to the frequency of use of the materials and services and the concurrent application derived from the resources[14]. for college students to excel in learning and research and cut across further in academics, they must be able to explore the electronic environment. The effective use of these resources results in learning.

An important technique among all academic approaches includes learning. It pervades our thoughts and actions. Learning constitutes a person-important way of speaking with his/her behaviour. Such influences should involve approaches to doing things in a character to dramatically attempt to triumph over boundaries or modify new conditions [16].

The very essence of learning involves the manifestation of behaviour, whereby the character reacts to any given situation by tweaking his behaviour by the demands being made upon him fortifying this concept. Pleasure in and of itself solves many fetters. Learning takes place when comprehension, habits, and attitudes are involved. Learning takes place through the acquisition of new ways of doing things to overcome obstacles or to adjust to newly set conditions, thus allowing a person to meet their standards in achieving their goals [17]. Learning has an intrinsic process. It is a process through which all organisms due to their interaction in a scenario, gain new modes of behaviour which have their persistence in later times, influencing their behaviour. Hence learning takes place when some given organism interacts with a situation. It brings, in fact, some changes in behaviour or alterations and this type of behaviour is ascribed to some diplomas in other conditions.

Learning is the acquisition of information, attitudes, and skills for their benefit and academic work, such as research, by students using audio-visual resources available in the library [18]. Social and intellectual functions are gained through audio-visual sources, helping bind students to learn together. According to the views of Awareness, libraries with audio-visual resources represent places where collecting fellows are engaged in research. One of the finest benefits of audio-visible centres to freshmen is bringing together college students who are searching out records concerning their instructional paintings and making the assets available for their use.

Libraries can engage learner researchers in learning in several ways. They help student researchers consider the best ways of accessing and using quality information and resources, improve their reading and research skills, and provide orientations on how to use new technologies to enhance learning. Learners use audio-visual materials to gather information about their needs, and also apply them in their research. Research is essentially defined as "a systematic inquiry into a situation or problem, where the purpose is to identify facts and/or opinions for solving the problem or dealing with the situation". Research is a systematic process of gathering, analyzing and interpreting data or statistics to expand our understanding of a phenomenon about which we are interested or concerned. According to Mole [19], research refers to a well-organized and systematic enquiry aimed at providing sufficient factual evidence upon which informed decisions and solutions to a research problem can be arrived at. In another context, educational research is a systematic and objective analysis and recording of controlled observations that may lead to the formulating of a generalization, concepts, principles, and theories, resulting in the prediction and possibly the ultimate control of many incidents that are the result of the background of specific happenings. This study is a study of learning goals/questions arising out of independent investigators. It uses formal, scientific and systematic procedures to find answers.

The research is derived from an already established theory to accept or reject it [20]. The engine that propels the creation of new knowledge and presents ideas for national development is research [21]. The output of the research is always published. Ogbomo maintained that publication is essential for problem-solving[22], leading to dynamism in library services as a response to changing times and environments. As meaningful research cannot be undertaken unless a researcher accesses and makes use of up-to-date, pertinent information, particularly from the serials in the university library, the foregoing notwithstanding, in writing out of journal literature, the researcher has to report to the library to find a bound volume containing the articles or at least one any article that he/she prefers. Farrington as cited by Akinbode and Nwalo [21].

According to Nworgu [23], research is the inquiry into the unknown. It is seeking answers to problems or questions. As suggested by Adwoa et al [24], the use of audiovisual materials has opened up information to students from all over the world, especially computers in their research. Research is a process wherein knowledge is gained via the discovery of obscured information and filling in the knowledge gap. Students ought to take advantage of all the audiovisual facilities in their organizations as a part of their academic pursuits. In a nutshell, students need to take them very much in use.

A scholar is an individual studying at a university or other institution of higher education. College students are people who are officially engaged in learning; especially those who go to college or University. Students enrolled in a first-degree, national diploma (ND), or national certificate of education (NCE) programs among many others. As stated by Mole [19], an undergraduate is a student in a university or college pursuing their first degree.

The ability of a scholar to comprehend and absorb subject matter is extremely augmented through the use of audiovisual resources. Balanced, rational, and scientific use of audiovisual resources develops interest, attracts students' attention, and offers a variety of creative further applications of their vast potential while keeping them engaged in their classroom work and study, as mentioned by Patil [11].

Library instruction and research also extend beyond the confines of the classroom; they do so to suit self-study and individualization of learning. The college library is one major source equipped with such resources for use and as an advantage to college students.

In providing such varied services, the college library aims to meet the information needs of the users. The types of services on offer include, but are not limited to, reference services, spur offerings, serial services, audiovisual services and special series services. University libraries are aiming to fulfil these distinct information needs. Libraries are also diversifying how information is offered to users. The original task of the college library is to support teaching, learning and research in a manner consistent with and supportive of each institution's mission and goals. Resources and services should also be sufficient in quality, depth, diversity and currency to support the institution's curriculum. Resources in audiovisuals are important tools for research, teaching, and learning at all university levels, including students under study.

Nevertheless, the implication of these is that very few people have been using audiovisual sources for learning and research, as has been noted in a study conducted. The bulk of learners seem blind to the vast potential of audiovisual resources and how best to utilize them to achieve their goals during their learning and research. Similarly, as a result of

the ongoing crisis faced by university education in Nigeria in meeting 21st-century demands, it seems that learners may not appreciate the value of audiovisual resources in their learning and research because of growing inadequacies in libraries, supplies of electricity and funding. The incapacity of the university library to meet the increasing needs of records wishes of students and researchers can result in a drastic fall in university training. In distinct contradiction to this past, this painting fits perfectly with the rationality of using audio-visual resources in the library as tools for the enhancement of learning and research in Federal College Oye-Ekiti, Ekiti state.

Audiovisual resources contribute significantly to research, teaching and learning across levels, especially within universities. Their use is paramount for the teaching-learning process. They serve to create interest and permanent learning while being used by the teaching staff as teaching materials. They provide a variety of materials for research work. They also offer an interface between the library's collecting and sharing of information.

Though the assistance of audio-visual resources in teaching, learning, and research is oft-acknowledged, the researcher has been able to verify from one another observation that the bone of contention is a poor disposition toward audio logical media in teaching. This could be due to the poor provision that these resources receive in universities across the state. Besides, many academic staff and students seem to be ignorant of the potential of audio-video materials as well as how to use them in pursuit of their goals. Students too would not seem to place a great deal of importance on audiovisual materials when subjected to research and study.

Universities in Nigeria has been facing the troublesome burden of increasing pressure from the demands of an ever-increasing 21st-century inadequacy, coupled with ineffectual library facilities or sources, power problems, and inadequate funding, with its loss of a solid hold. Such organized failure of university libraries to provide the persistent demands for information and needs of student researchers and faculty is bound to usher in a straight deterioration of university provisions, where the failing status of libraries hampers the universities from completing their curriculum demands. This failure offers rise to terrible exceptional of graduates inversely undermining the productiveness of the nation as unskilled manpower and poor fabric resources are inside the nation. Consequently, the nation suffers from the problems of this abnormality; there is therefore an urgent need to bring this problem to an end. Given this, the researcher sought to find out about the use of audio-visual resources in the library as tools for enhancing learning and research among students of Federal University Oye-Ekiti.

## 2 PURPOSE OF THE STUDY

The general purpose of the study is to investigate the use of audio-visual resources in the library as tools for enhancing learning and research among students of Federal University Oye-Ekiti.
The specific objectives are to:
i. Identify the types of audiovisual resources used as tools for enhancing learning and research among students of Federal University Oye-Ekiti.
ii. Ascertain the benefits of audiovisual resources as tools for enhancing learning and research among students of Federal University Oye-Ekiti.
iii. Determine the consequences of inadequate use of audio-visual resources in learning and research among students of Federal University Oye-Ekiti.
iv. Determine the challenges in the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti.
v. Determine strategies for solving the problems associated with the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti.

## 3 RESEARCH QUESTIONS

The study was guided by the following research questions.
i. What are the types of audiovisual resources used as tools for enhancing learning and research among students of Federal University Oye-Ekiti?
ii. What are the benefits of audiovisual resources as tools for enhancing learning and research among students of Federal University Oye-Ekiti?
iii. What are the consequences of inadequate use of audio-visual resources in learning and research among students of Federal University Oye-Ekiti?
iv. What are the challenges in the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti?
v. What are the strategies for solving the problems associated with the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti.

## 4 METHODS

The research design of this study is descriptive survey. This design is appropriate because it enabled the researcher to elicit information on the views, perception, opinions of the respondents and also considering the large number of respondents.

### 4.1 Population of the Study

The population of the study comprises 214 students of library and information science students of the University. This is made up of the entire final year registered students of library and information science for the 2023/2024 academic session. Source: [25].

## 4.2 Sample and Sampling Techniques

The sample size of the study is 60 LIS students. These were selected from the population of the study identified above using simple random sampling technique method.

## 4.3 Instrument for Data Collection

Two instruments were used such as Audio-Visual Resources Check-list (AVRC) and Audio-visual Resources for Improving Students' Learning and Research (ARISLR). AVRC contains 10 items on the types of audiovisual resources used as tools for enhancing learning and research among students of Federal University Oye-Ekiti to ascertain their availability status while ARISLR consist of two parts design to elicit responses from respondents. Section "A" Sought background information about the respondents while sections "B" was further divided into clusters structured into four point Likert scale of Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD) with each question representing a research question. Cluster one focused on the types of audiovisual resources used as tools for enhancing learning and research with 10 items, cluster two focused on the benefits of audiovisual resources as tools for enhancing learning and research among students with 10 items, cluster three focused on the consequences of inadequate use of audio-visual resources in learning and research among students with 8 items, cluster four focused on challenges in the use of audiovisual resources in learning and research among students while cluster five focused on the strategies for solving the problems associated with the use of audiovisual resources in learning and research among students with items respectively.

## 4.5 Validation of Instrument

The ARISLR was validated by three experts. Two of these professionals were drawn from the Department of Library and Informtion Science for content validity and a lecturer from Measurement and Evaluation, FUOYE. This was aimed to ensure that all issues and questions were relevant and properly addressed in the research topic.

## 4.6 Method of Data Collection

The questionnaires were personally distributed by the researchers to the respondents to facilitate easy distribution and retrieval was done on the spot. The purpose for instant retrieval was avoid missing of the instrument. The activities took one week.

## 4.7 Method of Data Analysis

Mean and standard deviation were used to analyse the responses obtained from the respondents. The cutoff point was 2.50 general rule for decision making. any item with mean of 2.50 and above was accepted while an item with mean score less than 2.50 was rejected.

## 5 RESULTS

**Table 1** Means Responses on the Types of Audiovisual Resources Used As Tools for Enhancing Learning and Research among Students of Federal University Oye-Ekiti

| S/N | ITEMS | DECISION |
|-----|-------|----------|
| 1 | Pictures | Available |
| 2 | Projectors | Available |
| 3 | Slides | Available |
| 4 | Film strips | Available |
| 5 | Micro film | Available |
| 6 | Display board | Available |
| 7 | CD | Available |
| 8 | Television | Not available |
| 9 | Video | Available |

| 10 | Computer | Available |
|----|----------|-----------|

**Key: A = Available; NA =** Not Available

Table 1 revealed that almost all items are the types of audiovisual resources available for enhancing learning and research among students of Federal University Oye-Ekiti except item 9.

**Table 2** Means Responses on the Benefits of Audiovisual Resources as Tools for Enhancing Learning and Research among Students of Federal University Oye-Ekiti

| S/NO | ITEMS | X | SD | DECISION |
|------|-------|---|----|----------|
| 11 | They add clarity to topics and make lecture more interesting | 3.10 | 1.76 | Agree |
| 12 | They enhance physical perception which cannot otherwise be experienced | 3.10 | 1.76 | Agree |
| 13 | They help in overcoming difficulties in presenting abstract topic | 3.25 | 1.80 | Agree |
| 14 | They make learning more interesting for both the students and the lecturer. | 2.95 | 1.71 | Agree |
| 15 | They expose students to things they would not have opportunity to see. | 3.21 | 1.79 | Agree |
| 16 | They improve visual perception among slow learners | 3.20 | 1.79 | Agree |
| 17 | They promote critical thinking and help students retain more information as they learn. | 3.10 | 1.76 | Agree |
| 18 | They extend knowledge beyond space and time. | 3.26 | 1.80 | Agree |
| 19 | They provide tools for diagnostic or remedial work. | 3.00 | 1.73 | Agree |
| 20 | They stimulate interest in learning and Research. | 3.00 | 1.73 | Agree |

**Key: SA:** Strongly Agree; **A:** Agree; **D**: Disagree; **SD:** Strongly Disagree

The result from the table 2 shows acceptance to those items that all of them are the benefits of audiovisual resources as tools for enhancing learning and research among students of Federal University Oye-Ekiti.

**Table 3** Means Responses on the Consequences of Inadequate Use of Audio-Visual Resources in Learning and Research among Students of Federal University Oye-Ekiti

| | ITEMS | X | SD | DECISION |
|------|-------|---|----|----------|
| 21 | Difficulty in learning and in research | 2.80 | 1.67 | Agree |
| 22 | Loss of zeal in learning and research | 2.90 | 1.70 | Agree |
| 23 | Lack understanding of concepts | 2.78 | 1.66 | Agree |
| 24 | Result to failure | 2.95 | 1.71 | Agree |
| 25 | Make learning to be abstract to students | 2.85 | 1.68 | Agree |
| 26 | Drastic decrease in practical knowledge and performance of students | 3.00 | 1.73 | Agree |
| 27 | Lowers academic performance | 2.93 | 1.71 | Agree |
| 28 | Affects teachers presentation of a concept | 2.95 | 1.72 | Agree |

**Key: SA:** Strongly Agree; **A:** Agree; **D**: Disagree; **SD:** Strongly Disagree

The result from the table 3 shows that all the Items have mean above 2.50 which is an indication that the respondents agrees to those items to be the consequences of inadequate use of audio-visual resources in learning and research among students of Federal University Oye-Ekiti.

**Table 4** Means Responses on the Challenges in the Use of Audiovisual Resources in Learning and Research among Students of Federal University Oye-Ekiti

| S/NO | ITEMS | X | SD | DECISION |
|------|-------|---|----|----------|
| 29 | Users lack access to audiovisual resources | 2.91 | 1.70 | Agree |
| 30 | Inadequate infrastructure | 3.03 | 1.74 | Agree |
| 31 | Lack of knowledge of AV availability in the library | 3.00 | 1.73 | Agree |
| 32 | Technophobia Problem | 2.85 | 1.68 | Agree |

| S/NO | | X | SD | |
|------|------|------|------|------|
| 33 | Improper management and maintenance of audiovisual | 2.93 | 1.71 | Agree |
| 34 | Insufficient power supply | 2.78 | 1.66 | Agree |
| 35 | Poor funding which hampers the purchase of audiovisual resources. | 3.13 | 3.13 | Agree |
| 36 | Lack of monitoring bodies on those resources | 2.80 | 1.67 | Agree |
| 37 | Inadequate skills in the use of Audio-visual resources | 2.88 | 1.69 | Agree |

**Key: SA:** Strongly Agree; **A:** Agree; **D**: Disagree; **SD:** Strongly Disagree

The result from the table 4 shows that all the Items were analysed positive indicating that those items are the challenges in the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti.

**Table 5** Means Responses on the Strategies for Solving the Problems Associated with the Use of Audiovisual Resources in Learning and Research among Students of Federal University Oye-Ekiti

| S/NO | ITEMS | X | SD | DECISION |
|------|-------|------|------|----------|
| 38 | Adequate funding be made available | 3.10 | 1.76 | Agree |
| 39 | The use of A-V should be strictly monitored by monitoring bodies. | 2.85 | 1.68 | Agree |
| 40 | Adequate and regular power supply be made | 3.06 | 1.74 | Agree |
| 41 | Seminars, workshop and conferences be organize and sponsored for library staff. | 3.13 | 1.76 | Agree |
| 42 | Locally produced resources should be encouraged. | 3.13 | 1.76 | Agree |
| 43 | A/V resources should be properly maintained in order to optimize its use | 2.95 | 1.71 | Agree |
| 44 | Library should organize continuous media literacy session for students | 3.11 | 1.76 | Agree |
| 45 | Libraries should incorporate fundraising to develop, support or extend AV service | 3.03 | 1.74 | Agree |

**Key: SA:** Strongly Agree; **A:** Agree; **D**: Disagree; **SD:** Strongly Disagree

The analysis of the responses from table 5 show exclusive acceptance which indicates that all the items are strategies for solving the problems associated with the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti.

## 6 DISCUSSION OF FINDINGS

### 6.1 Types of Audiovisual Resources Used As Tools for Enhancing Learning and Research among Students of Federal University Oye-Ekiti

The finding of the study reveals that the types of audiovisual resources used as tools for enhancing learning and research among students of Federal University Oye-Ekiti based on findings are pictures, projectors, slides, film strips, display board, CD, television, video and computer. This contradict the finding of Apagu [26] who conducted a research on the types of audio visual resources used in FCE Yobe and reveals that audio visual facilities such as computer, slides television sets, CCTV, etc. are not adequately available in some schools the institutions and students level of exposure to the use of these equipment is very low. However, the finding is in line with the findings of Kiptalam and Rodriguess who opined that facilities like slide projector[27], audio tape, projector, television and power point machines were commonly used in most of the institution.

### 6.2 Benefits of Audiovisual Resources as Tools for Enhancing Learning and Research among Students of Federal University Oye-Ekiti

The benefits of audiovisual resources as tools for enhancing learning and research among students of Federal University Oye-Ekiti are that audiovisual resources add clarity to topics and make lecture more interesting, enhance physical perception which cannot otherwise be experienced, help in overcoming difficulties in presenting abstract topic, make learning more interesting for both the students and the lecture, expose students to things they would not have opportunity to see, improve visual perception among slow learners, promote critical thinking and help students retain more information as they learn, extend knowledge beyond space and time, provide tools for diagnostic or remedial work and stimulate interest in learning and Research. This agrees with the findings of Bruton [28] who asserted that audio-visual aids make a lesson or a lecture more interesting and a memorable experience not only for students but for lecturers as well. He went further to say that audiovisual resources enable students retain more information, give insight to students to things they would not have opportunity to see those items and enhance critical thinking. It also corresponds with the findings of Idris [29]that in teaching and learning process, audio visual resources have been a triumphant entry, bringing benefits to both teachers and students.

**6.3 Consequences of Inadequate Use of Audio-Visual Resources in Learning and Research among Students of Federal University Oye-Ekiti**

The consequences of inadequate use of audio-visual resources in learning and research among students of Federal University Oye-Ekiti are difficulty in learning and in research, loss of zeal in learning and research, lack understanding of concepts, result to failure, make learning to be abstract to students, drastic decrease in practical knowledge and performance of students, lowers academic performance and affects teachers presentation of a concept. The finding tally with the work of Abdul-Salaam, [30]and Shaibu et al [31]who stated that if audio visual resources are not utilized, it will make learning to be abstract, lead to loss of zeal among teachers and students and leads to failure in the examination.

**6.4 Challenges in the Use of Audiovisual Resources in Learning and Research among Students of Federal University Oye-Ekiti**

The challenges in the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti based on findings are users lack access to audiovisual resources, inadequate infrastructure, lack of knowledge of audio visual availability in the library, technophobia Problem, improper management and maintenance of audiovisual, insufficient power supply, Poor funding which hampers the purchase of audiovisual resources, lack of monitoring bodies on those resources and inadequate skills in the use of Audio-visual resources. The finding is in agreement with the study of Enekwe who identified inadequate funding and lack of knowledge as one of those major challenges to the use of audio visual resources in schools[32]. Supporting the assertion, Adakole, Eiriemiokhale and Nnaji opined that capital intensive, poor or lack of maintenance[33], increase in students' enrolment and student attitudes to educational facilities are challenges to audio visual resources in schools.

**6.5 Strategies for Solving the Problems Associated With the Use of Audiovisual Resources in Learning and Research among Students of Federal University Oye-Ekiti**

The strategies for solving the problems associated with the use of audiovisual resources in learning and research among students of Federal University Oye-Ekiti are adequate funding be made available, the use of A-V should be strictly monitored by monitoring bodies, adequate and regular power supply be made, seminars, workshop and conferences be organize and sponsored for library staff, locally produced resources should be encouraged, A/V resources should be properly maintained in order to optimize its use, library should organize continuous media literacy session for students and libraries should incorporate fund raising to develop, support or extend AV service. This findings is in line with the findings of Quinn who opined that organization's problem in the direction of audio visual resources could be overcome by employing specialists/librarians and releasing adequate fund by the government[34]. Similarly, Mohammed [35]and Udemba et al [36]also stated that "for any library or information centre to function efficiently there must be a standby generator, workshop and conferences be organize and sponsored for library staff, locally produced resources should be encouraged and adequate fund should be released for the procurement of audio visual resources.

**7 CONCLUSION**

Based on the research findings it was concluded that audio-visual resources are essential materials in teaching and learning process as their potential for enriching, visualizing, simplifying, transmitting and accelerating teaching and learning process which motivate both teachers and learners to achieve their aims.
However, it was revealed that the types of audiovisual resources used as tools for enhancing learning and research among students of Federal University Oye-Ekiti based on findings are pictures, projectors, slides, film strips, display board, CD, television, video and computer. It was also concluded that there are a lot of benefits in the use of audio visual resources such as add clarity to topics and make lecture more interesting, enhance physical perception which cannot otherwise be experienced, help in overcoming difficulties in presenting abstract topic. It was also concluded that there are consequences in not using audio-visual resources in learning and research among students of Federal University Oye-Ekiti are difficulty in learning, loss of zeal in learning and research, lack understanding of concepts, result to failure, make learning to be abstract to students, drastic decrease in practical knowledge and performance of students, lowers academic performance and affects teachers presentation of a concept.
It was also concluded that there are challenges in the use of audiovisual resources in learning and research among students and are users lack access to audiovisual resources, inadequate infrastructure, lack of knowledge of audio visual availability in the library, technophobia Problem and more. Lastly, to handle the challenges above, it was concluded that adequate funding be made available, the use of A-V should be strictly monitored by monitoring bodies, adequate and regular power supply be made, seminars, workshop and conferences be organize and sponsored for library staff, locally produced resources should be encouraged, A/V resources should be properly maintained in order to optimize its use, library should organize continuous media literacy session for students and libraries should incorporate fund raising to develop, support or extend AV service.

**8 RECOMMENDATIONS**

The following recommendations have been made based on the findings of the study:

i. Government should provide adequate fund to University libraries for the purchase of audio-visual and other relevant resources for teaching and learning

ii. Teachers should improvise audio visual materials when need be for effective learning and research

iii. Government should sponsor library staff to attend conferences, seminars and workshop to update their knowledge on the new teaching approach

iv. Government should employ trained and dedicated librarians that could be able to adopt the new teaching approach.

v. Consistent training and retraining programmes should be organized for library staff to equip them with the technical know-what, know-how and show-how in the use and management of audio visual resources.

## CONFLICT OF INTEREST

The authors have no relevant financial or non-financial interests to disclose.

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